

# Miles State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Miles State School acknowledges the Traditional Custodians of the local lands, waterways and sky. We pay respect to their ancestors and Elders, past and present, and their continued determination to keep culture alive and strong.

### About the school

Education region	Darling Downs South West
Year levels	Prep to Year 6
Enrolment	190
Indigenous enrolments	25.3%
Students with disability	21.5%
Index of Community Socio-Educational Advantage (ICSEA) value	908

### About the review

 4 reviewers from 27 February to 1 March 2024	 155 participants	 34 school staff
 58 students	 44 parents and carers	 19 community members and stakeholders

### Key improvement strategies

#### Domain 1: Driving an explicit improvement agenda

Collaboratively develop strategic and annual plans with an embedded Explicit Improvement Agenda (EIA) and aligned to system priorities, to ensure clarity of direction and shared understanding of school priorities.

#### Domain 6: Leading systematic curriculum implementation

Build teachers' and leaders' deep understanding and capabilities to plan for the coherent and sequential delivery of the Australian Curriculum (AC).

Develop a comprehensive whole-school plan for systematic curriculum delivery, with regional support, aligned to P-12 curriculum, assessment and reporting framework (P-12 Framework) requirements, to ensure students access and participate in their entitled curriculum.

#### Domain 3: Promoting a culture of learning

Collaboratively review and reinvigorate the whole-school approach to behaviour support to ensure consistency of language and practice across the school.

#### Domain 2: Analysing and discussing data

Build staff capability to systematically collect, analyse and interpret assessments to determine students' progress and individual learning goals, and inform differentiated teaching.

#### Domain 5: Building an expert teaching team

Develop a formalised approach to engaging leaders and staff as facilitators and participants in targeted modelling, coaching and mentoring processes to foster collective capability and reflection.

### Key affirmations



**Staff support one another as they work to make a positive difference with their students.**

Staff speak appreciatively of their colleagues and the high level of mutual support and collegiality. Staff are viewed by leaders, colleagues and parents as compassionate and demonstrating good will to do their best for students. Staff members describe a collegial and supportive environment where informal collaboration through sharing of opinions, and seeking advice among the teaching team is valued. Students speak proudly of their school and describe teachers and teacher aides as kind.

**Parents say they 'believe in the staff' and are highly satisfied with their child's learning.**



Parents identify the positive relationships built between their child and staff as a strength of the school. They express appreciation for the work of individual teachers who have positively impacted their child's life. Parents describe teachers as approachable and dedicated. They speak favourably of the opportunities offered to their child to participate in learning and creative activities, including the 'Solar Buddies' project, regular excursions to the local library and the annual Words Out West: Western Downs Readers & Writers Fest.

**Teachers and teacher aides welcome all learners into their classrooms.**



Staff endeavour to engage all students in learning within classrooms. They recognise the support of co-teaching with the Head of Special Education Services (HOSES) and teacher aides. Staff speak appreciatively of the extensive work of the HOSES to support them and their students. They express willingness to further develop their capability to support each student's learning needs. School community members acknowledge that all students are supported to learn and succeed, and that 'Everyone has the children at heart and is here to make a difference'.

**Staff, parents and students express fondness for the school and its footprint in the community.**



Members of the school community refer to the school's long-established and proud heritage. Staff, parents and students appreciate investments to refurbish infrastructure. Many classrooms are renovated and several outdoor spaces present as attractive and inviting play and learning spaces. Parents and Citizens' Association (P&C) members speak of their regular fundraising activities that provide an income stream that is directed back into the school to enhance school facilities and learning and wellbeing activities.